

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the US Constitution, the US Bill of Rights, and subsequent amendments.	
Grade Level/Band Standard:	6.C.2.1 Explain the historical impact of ancient world history documents created by ancient civilizations.	
Student Friendly Language:	I can explain the significance of primary documents from ancient civilizations.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • Have experience working with primary and secondary sources. • Know fact from fiction. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Primary documents provide information of the past. • Past primary documents still impact the world today. 	<ul style="list-style-type: none"> • Primary documents give the most accurate depiction of life during that era. • Written documents gave a lasting impact on people through time. 	<ul style="list-style-type: none"> • Explain the significance of primary documents in understanding ancient civilizations. • Describe documents that could be considered a primary source and give examples. • Elaborate on specific impacts from different primary documents.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Primary source document • Secondary source document • Significance • Impact 	<ul style="list-style-type: none"> • Sometimes things from primary sources are biased (e.g. Greek historians portraying others worse than themselves). 	
OSEUS Connection		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	

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<p>OSEU 3</p> <p>OSEU 5</p>	<ul style="list-style-type: none"> • Tribal cultures, traditions, languages, origin, thought and philosophy of the Oceti Sakowin were impacted by other world history documents created by other ancient civilizations such as the Incas. • History told from the Oceti Sakowin perspective, through oral tradition and written accounts--such as Winter Counts, helped explain the history of other ancient civilizations and how historical documents impacted their society. 	
<p>Vertical Alignment</p>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> • 5.C.2.1. Examine the origins and purposes of rules, laws, and key U.S. Constitutional powers 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> • Explain the historical impact of ancient world history documents created by ancient civilizations. 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> • 8.C.5.2. Explain the roles and influences of individuals, groups, and the media on governments • 8.H.4.2. Explain how the Declaration of Independence influenced the colonies • 8.H.5.2. Generate questions to analyze why individuals or groups, and their developments, are seen as historically significant
<p>C3 Framework Relevant Skills and Applications</p>		
<p>Constructing Supporting Questions:</p> <ul style="list-style-type: none"> • D1.4.6-8. Explain how the relationships between supporting questions and compelling questions is mutually reinforcing. <p>Developing Claims and Using Evidence:</p> <ul style="list-style-type: none"> • D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. • D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. <p>Communicating Conclusions:</p> <ul style="list-style-type: none"> • D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details 		
<p>Example strategies to reach depth and intention of the standard</p>		

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- Practice reading and studying primary sources such as pictures, writing, and artifacts.
 - Create a T-chart where students write their observations and then infer meaning about the people that made the picture, writing, or artifact.
- Use different primary sources about a specific topic to investigate what happened.
- Virtual tours of museums with documents and artifacts.
 - Have students write an essay or create a slideshow explaining how the documents/artifacts they found have had a lasting impact on today's world.

Possible Civic Engagement Activities

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none"> ● Using primary sources from today to understand an event. 	<ul style="list-style-type: none"> ● Students choose an event from today (e.g. Covid-19, Black Lives Matter) and research primary sources that describe the event (tweets, photos, news coverage, eye-witness accounts, etc...). Students must have a number of resources that have competing views. Students then “reconstruct” what happened and give detailed explanations.